



**E-book Code:  
REAU4010**



**(For 6 - 8 years)**

**A Pacemaker Pack**

# **Pet Parade**

*Activities to Extend Talented Students in  
the Regular Classroom*

Edited by Sandy Tasker. © Ready-Ed Publications - 2006.  
Published by Ready-Ed Publications (2006) P.O. Box 276 Greenwood Perth W.A. 6024  
Email: [info@readyed.com.au](mailto:info@readyed.com.au) Website: [www.readyed.com.au](http://www.readyed.com.au)

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**ISBN 1 86397 572 1**



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# Teachers' Notes

This fully revised series was initially devised as a means of providing extension for students within the regular classroom, whilst catering for the needs of the teacher and providing materials that were designed along educationally sound lines.

Although the content and layout for the revised series has been completely updated, the principles behind the series remain the same, using **CONTENT LEVELS** as a basis for categorising activities. The key to this approach, which we term the appropriate curriculum model, is that students are presented with activities appropriate to their levels of understanding of the content together with their mastery of the requisite higher-order thinking processes. The levels are an adaptation of Bloom's Taxonomy of Educational Objectives, still a widely accepted and valued model of education.

**Below are the Content Levels and Indicators used in this book:**



## Content Level 1

What it means

**FINDING OUT:** Recalling data, showing understanding through restating or extending ideas.

What the student does

Answers factual questions, interprets information, describes or illustrates events.



## Content Level 2

What it means

**USING INFORMATION:** Using information in a new situation through extending or breaking down concepts being studied.

What the student does

Problem solving based on knowledge gained. Making assumptions.



## Content Level 3

What it means

**CREATING/EVALUATING:** Putting together ideas to develop new products, making judgements based on new information.

What the student does

Puts forward theories or original ideas and designs, forms and states opinions on theories.

## Moving Through the Content Levels

It is important that higher-order activities such as those at Content Level 3 are underpinned with a solid base of knowledge — the tasks and activities aligned with Levels 1 and 2 are designed to establish and expand this. It should never be assumed that students have the requisite content knowledge, but be prepared to advance students quickly to higher-level activities if they demonstrate a sound understanding of the facts and concepts presented in Levels 1 and 2.

In considering the structure of this material, it is envisaged that in the heterogeneous classroom situation, the series can be implemented as follows:

### Child Ability Level

### Interpretation

- |                       |                       |
|-----------------------|-----------------------|
| → Above Average _____ | Emphasis on Level 2/3 |
| → Average _____       | Emphasis on Level 2   |
| → Below Average _____ | Emphasis on Level 1   |

Many pages contain activities from more than one level. In this case, the TIME taken on each part will change focus, according to the outline above.

# Teachers' Notes

## Using the Pacemaker Packs in the Classroom

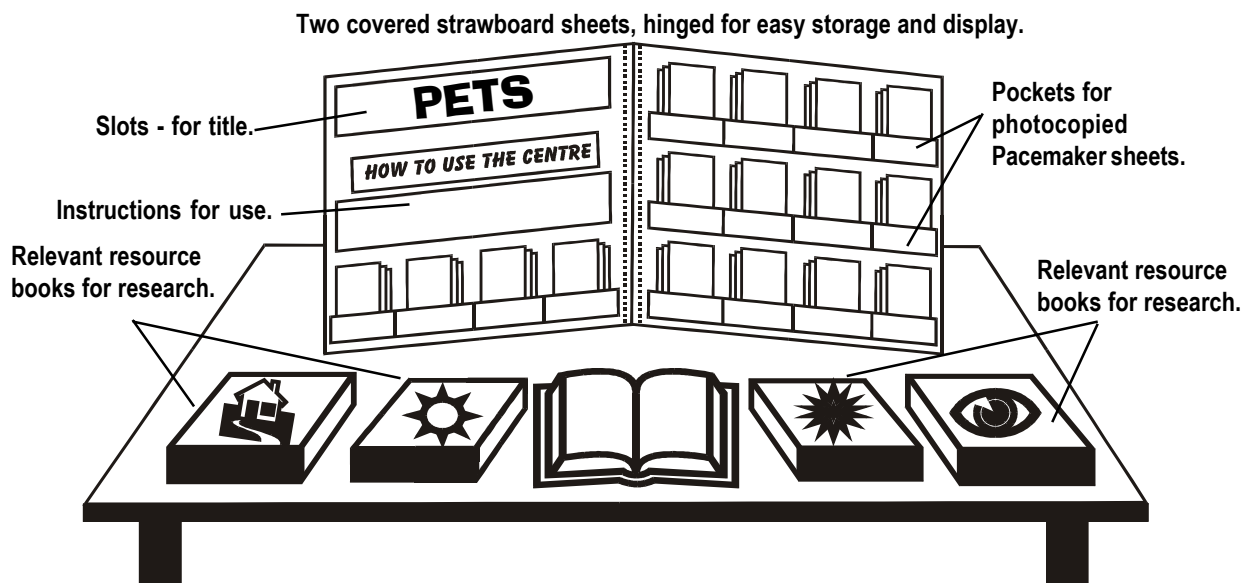
✱ **Promote interest in the theme – set up a classroom learning centre that may contain:**

- Books and posters;
- Models and artefacts;
- CD-ROMS;
- Art supplies and plenty of writing and drawing paper;
- A “theme” table with items brought by students from home.

✱ **Decide on the approach to the theme that suits you and your students best:**

- Teacher-directed with the whole class completing teacher-assigned sheets at a specified time (teacher records progress).
- Student-directed with students working through materials at their own pace at a specified time (student records progress).
- As an interest-based approach with students working from a selection of photocopied worksheets at their own pace (student monitored and recorded).
- As supplementary materials to a unit of study.

You may wish to use this series as a Learning Centre, with photocopied sheets displayed in pockets that students can select from, perhaps set up like this:



Before commencing, talk over the activities contained in the book with your class. Encourage students to broaden their thinking to suit the open-ended nature of the upper-level activities, helping them to understand that there is not “one correct answer”.

**Outline a procedure for the activities:**

- How will students store and present their completed worksheets? (e.g. In a file, a booklet, a plastic sleeve.)
- How can students work on the contents? (e.g. Individually, in pairs, in small groups.)
- From where can further research sources be obtained?
- What people or organisations might be able to help?
- How and when will the sheets be available?

# How Well Are You Doing?

Name: \_\_\_\_\_

## What to do:

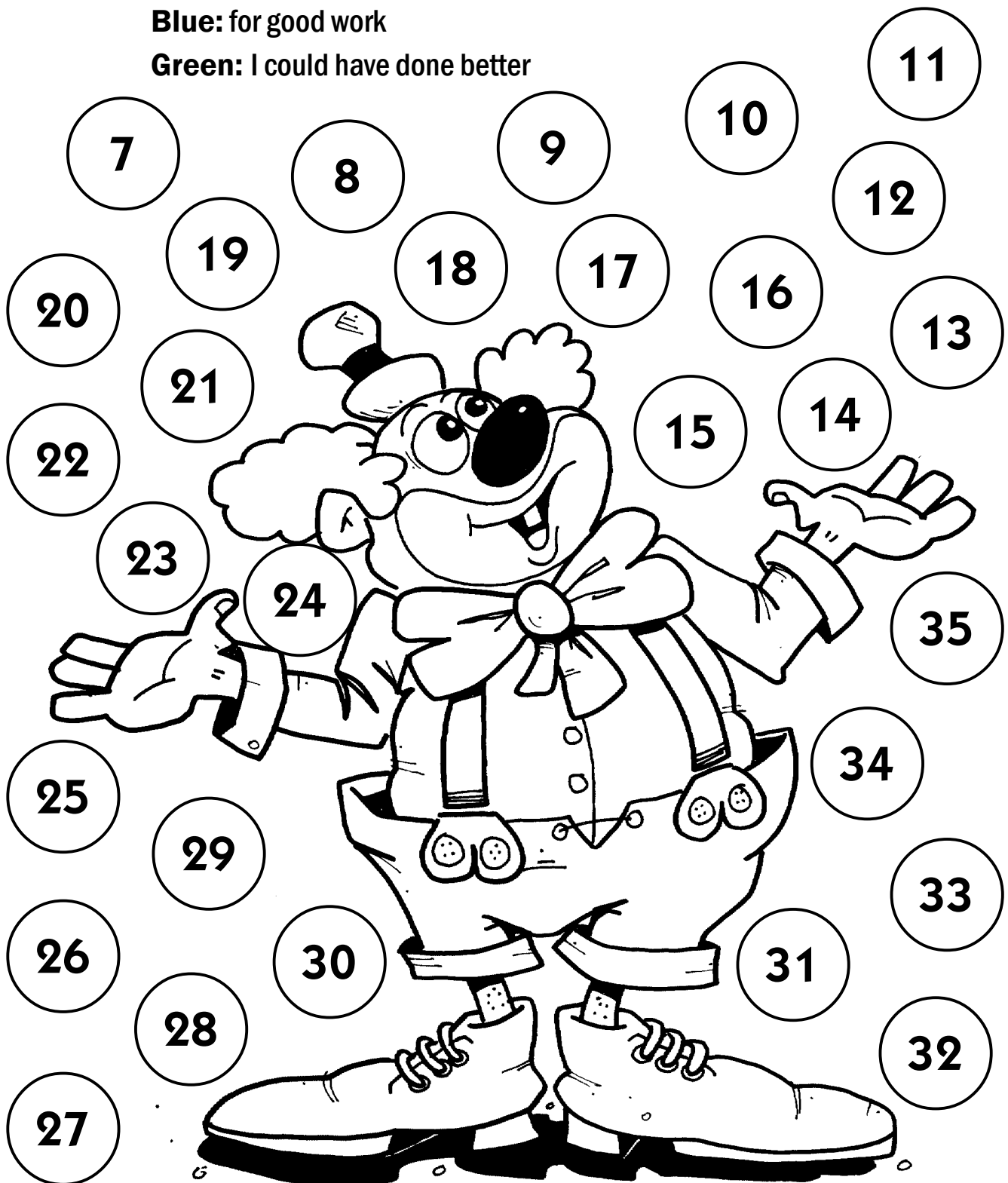
Each time you finish a sheet, use your coloured pencils to colour in the balls or spots on the clown.

- Decide for yourself how well you did and colour the shapes like this:

**Red:** for excellent work

**Blue:** for good work

**Green:** I could have done better



# All About Your Pet

Name: \_\_\_\_\_



Most people who love their pet like to tell people about it.

If you haven't got a pet, write about the one you would **like** to have.

Name: \_\_\_\_\_

Type of animal: \_\_\_\_\_ Age: \_\_\_\_\_

Colour: \_\_\_\_\_ Size: \_\_\_\_\_

Favourite food: \_\_\_\_\_

Sleeping place: \_\_\_\_\_

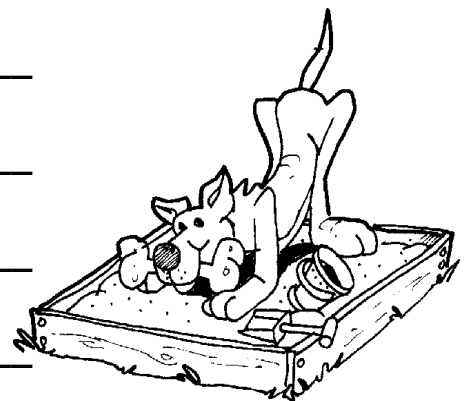
Clever things it does: \_\_\_\_\_

\_\_\_\_\_

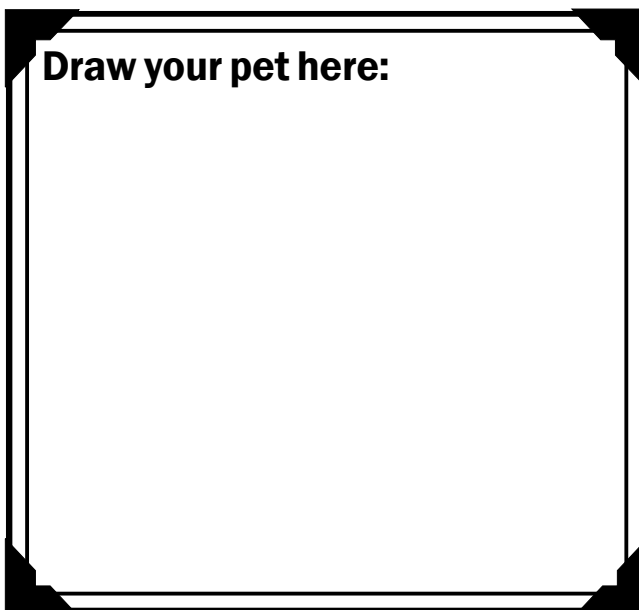
\_\_\_\_\_

Silly things it does: \_\_\_\_\_

\_\_\_\_\_



**Draw your pet here:**



My pet is special because:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Related Outcome: Students will summarise the unique qualities of their own pet, or a pet they would like to own.  
Subject Areas: Science – Life and Living.

# Pet-Sitting

Name: \_\_\_\_\_

Pretend you are going away on a holiday for one week.  
You have asked a friend to look after your pet.



Write instructions for your friend telling exactly what to do.

**Looking after** \_\_\_\_\_ (Pet's Name)

Feeding: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Exercise and games: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Sleeping: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Special words my pet knows: \_\_\_\_\_

\_\_\_\_\_

If my pet misses me: \_\_\_\_\_

\_\_\_\_\_

Any other special instructions: \_\_\_\_\_

\_\_\_\_\_



Related Outcome: Students will recognise the special care that pets need to survive.  
Subject Areas: Science – Life and Living.

# Happy Homecoming

Name: \_\_\_\_\_

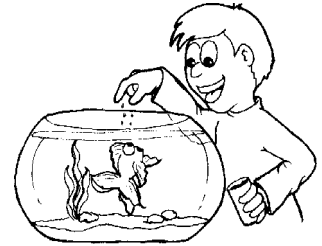
You have come home from a holiday. Your friend looked after your pet while you were away.



Write a thank you letter to your friend. Make sure you tell him or her how well your pet seems.

Date: \_\_\_\_\_

Dear: \_\_\_\_\_



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Draw a picture of a present that you would like to give your friend for looking after your pet.



Related Outcome: Students will compose a letter that recognises how important it is to care for a pet's needs.  
Subject Areas: English – Writing; Science – Life and Living.

# Home Sweet Home

Name: \_\_\_\_\_



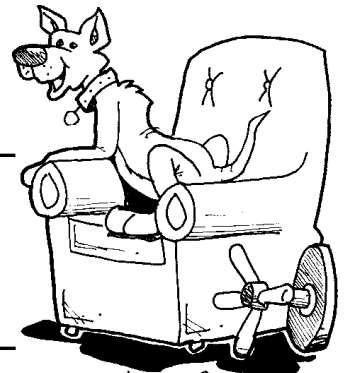
Your pet's home has become old and dangerous to live in. Make a safe, new home for it.

Will the new home be outside or inside?

\_\_\_\_\_

What ideas can you think of for:

- Food? \_\_\_\_\_
- Drink? \_\_\_\_\_
- Sleeping? \_\_\_\_\_
- Shelter and safety? \_\_\_\_\_
- Fun? \_\_\_\_\_
- Decoration? \_\_\_\_\_



Draw and label some **materials** that you will use to make your pet home:

--

Draw some pictures that show you making the new pet home:

--	--	--



On the back of this page, draw your pet enjoying its new home. Label any important parts of the home.



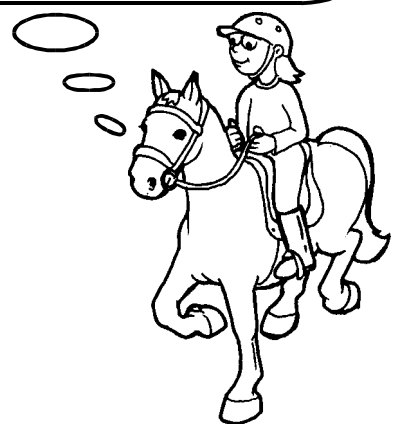
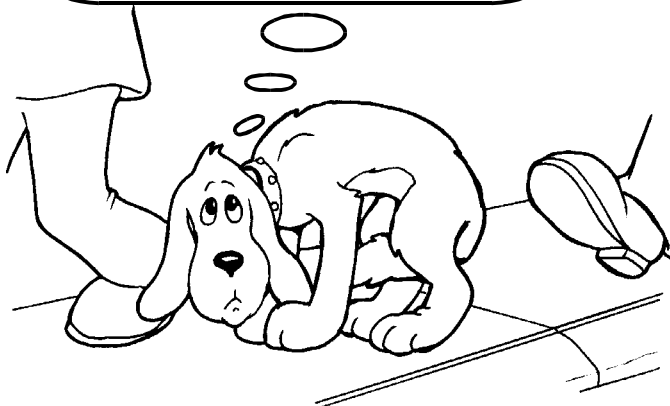
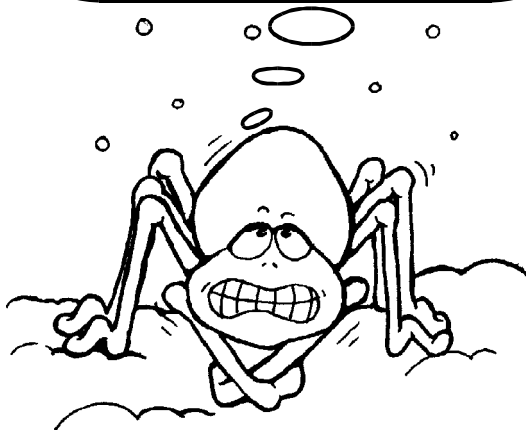
Related Outcome: Students will incorporate a pet's needs into the design of a shelter.  
Subject Areas: Technology – Design Process, Materials; Science – Life and Living.

# What Do I Want to Say?

Name: \_\_\_\_\_



Pets sometimes feel happy, sad or afraid, just like we do. Write down what you think these pets want to say to us:



On the back of this page draw your own pet giving you a message.



Related Outcome: Students will understand that animals may express their needs through body language.  
Subject Areas: English – Speaking and Listening; Science – Life and Living.

# What Happened Next?

Name: \_\_\_\_\_

Simon and Jane were very excited. That morning they had been to the Pet Shop and bought a little black puppy. They called him Blacky.

“Mum, can Jane and I take Blacky to the park?” said Simon.

“Yes, just make sure you are home before 5 o’clock,” replied Mum.

“Okay,” said Simon. “Let’s go Jane. I’ve got Blacky’s lead.”

Jane and Simon had great fun at the park playing with Blacky.

“Oh no! It looks like it’s going to rain,” said Jane. “We’d better get home or we’ll get wet.”

“Good idea,” said Simon. “Where’s Blacky gone to?”

“I don’t know,” said Jane. “He was here a minute ago.”



**///** What happened next? You finish the story. Ask your teacher for more paper if you need it.

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**Read your friend’s story ending. How is it different to yours? How is it the same?**



Related Outcome: Students will understand that caring for pets requires a certain level of responsibility.  
Subject Areas: Science – Life and Living; English – Writing.

# Purchase a Pup

Name: \_\_\_\_\_

The local **pet shop** would like to sell some new cute puppies. They would like you to help write an **advertisement** for the newspaper.



First, you need to think about these things:

How many puppies? \_\_\_\_\_ What colour? \_\_\_\_\_

What kind of dog? \_\_\_\_\_ Male or female? \_\_\_\_\_

The cost: \_\_\_\_\_ Phone number: \_\_\_\_\_

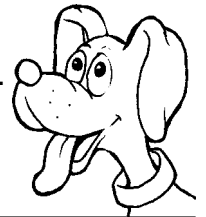
Other important facts: \_\_\_\_\_

What words will you use to describe the puppies? \_\_\_\_\_

\_\_\_\_\_



Write your advertisement in the space below.



One small, lonely puppy is left at the end of the day. On the back of this page write what you will do to help customers want to buy him.



Related Outcome: Students will understand how information and marketing strategies are used to sell pets.  
Subject Areas: Technology – Information; English – Viewing.

# Secret Code

Name: .....

A friend has sent you a message in code about his pet.  
See if you can use the clues to work it out.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

**Write the letters in the spaces below:**

13	25		4	15	7		12	15	22	5	19	

20	15		18	21	14		9	14		20	8	5

16	1	18	11



**Make up your own code in the space underneath.**  
You can use numbers, shapes or symbols.

A	B	C	D	E	F	G	H	I	J	K	L	M

N	O	P	Q	R	S	T	U	V	W	X	Y	Z

**On the next page, write a message about your pet using your code.**  
Make sure you leave spaces between each word. See if a friend can work it out.



Related Outcome: Students will use code language to decipher and write messages.  
Subject Areas: English – Reading, Writing.

# What Am I?

Name: \_\_\_\_\_



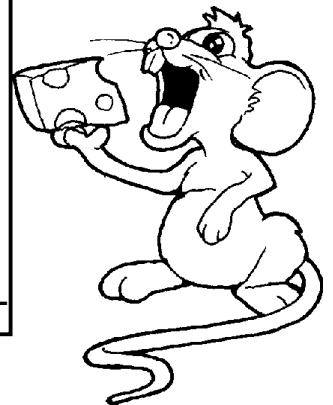
Can you answer these “What Am I” riddles?

I'm soft and cuddly.  
I like to play.  
I start with a K.

I'm a \_\_\_\_\_

I like to eat cheese.  
I'm small.  
I can be white, brown, grey  
or black.

I'm a \_\_\_\_\_



Make up some of your own “What Am I” riddles about pets.







Related Outcome: Students will use given formats to decipher riddles and create their own.  
Subject Areas: English – Reading, Writing.

# A Special Library

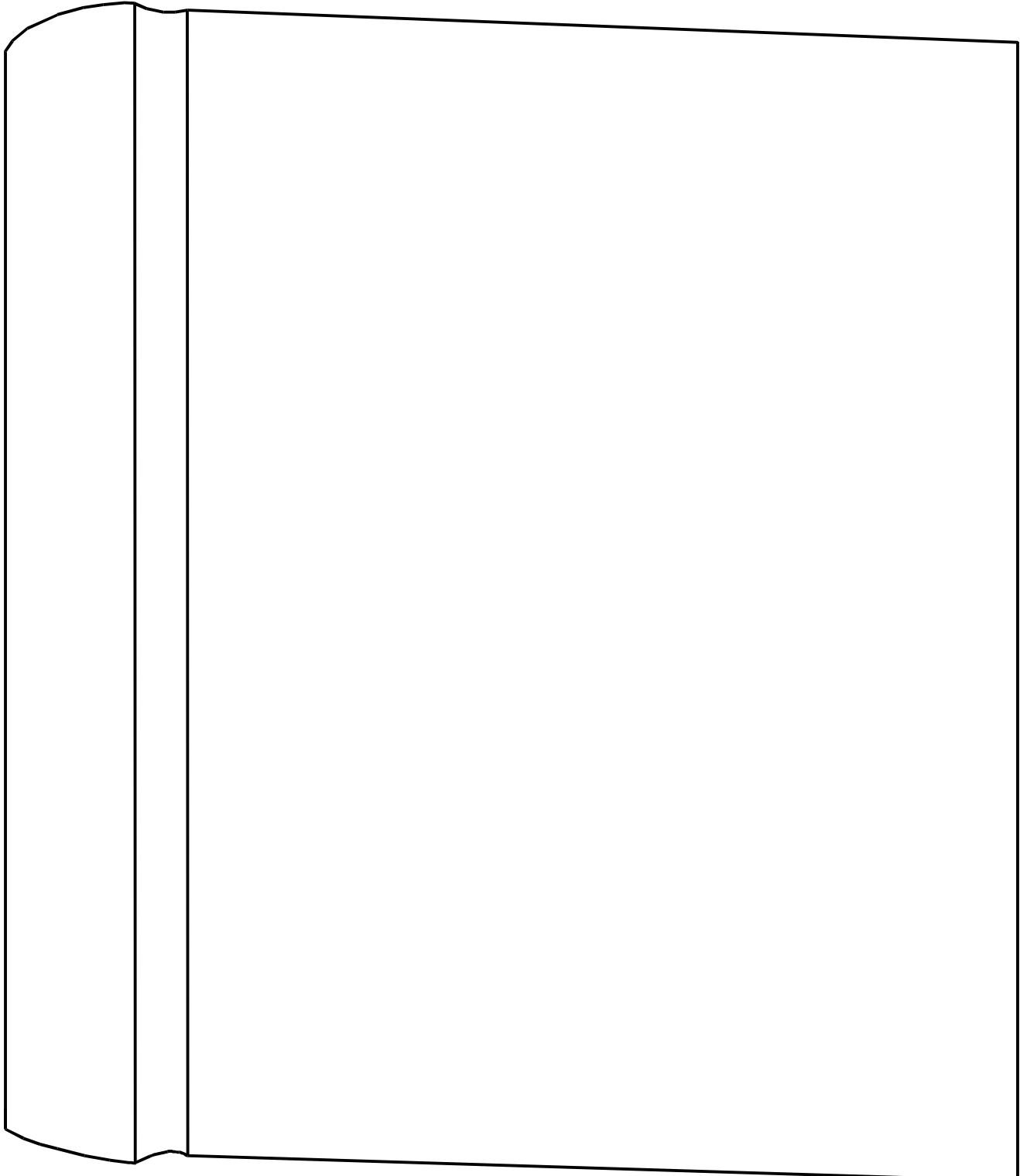
Name: \_\_\_\_\_



Your friend has a great book that she wants everyone to read but the book doesn't have a cover.

She has asked you to design the cover so it is colourful and interesting.

The book is called "How To Care For Your Rabbit" and is written by Betty Bunnikins.



Related Outcome: Students will understand that book covers are designed to attract and inform the desired reader.  
Subject Areas: English – Viewing; Technology – Information.

# More About Books!

Name: \_\_\_\_\_

Your teacher would like everyone to read more about pets, but she thinks it would help if people knew more about the parts of the book.



Draw a line from the labels to the parts of the book.

**Blurb:**

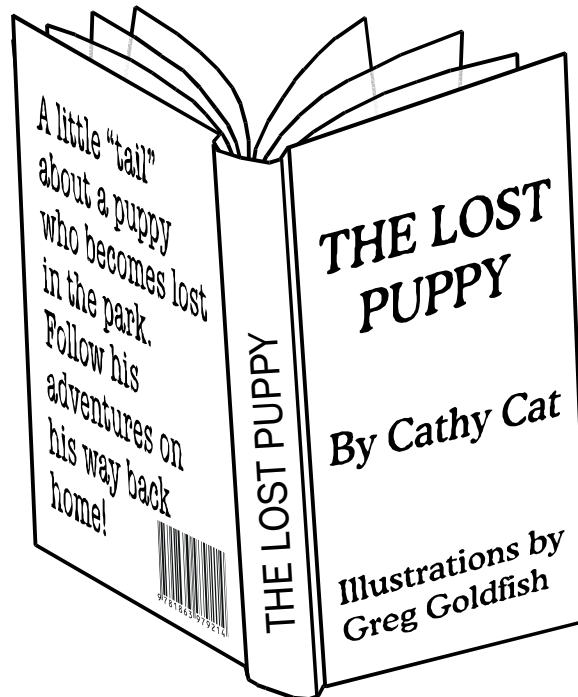
Tells you a little bit more about the book.

**Spine:**

The binding part of the book often has the title on it too.

**Bar Code:**

This code lets any shop order the book in for you.

**Title:**

The name of the book.

**Author:**

The person who wrote the book.

**Illustrator:**

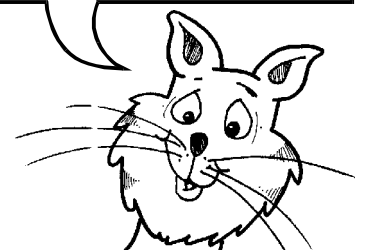
The person who drew the pictures.



Imagine that you were asked to be the illustrator for this book. Draw a picture of the lost puppy when he has finally found his way home.



There are all kinds of books about pets. Look in your classroom and library for 2 **fiction** and 2 **non-fiction** books.



Related Outcome: Students will demonstrate understanding of the different parts of a book.  
Subject Areas: English – Reading, Viewing; The Arts – Visual Arts.

# Spreading the News

Name: \_\_\_\_\_

There is going to be a Pet Show at your school. Design a **poster** to advertise the Pet Show.



Write some ideas here first:

The date: \_\_\_\_\_

The time: \_\_\_\_\_

The place: \_\_\_\_\_

The cost: \_\_\_\_\_

The prizes: \_\_\_\_\_

What else will be there? \_\_\_\_\_



**Put this information on your poster below:**



Related Outcome: Students will include planning details and appropriate information in a promotional poster about an event.  
Subject Areas: English – Viewing.

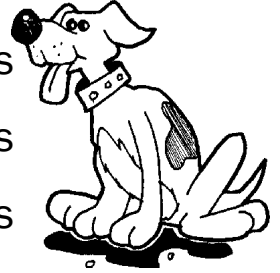
# You be the Judge!

Name: \_\_\_\_\_

How will the pets at the pet show be judged? Make up the score-card for the special day. Make sure each pet's score is out of 20 points (add them up).

## Dogs

- |                      |           |        |
|----------------------|-----------|--------|
| 1] <u>Shiny coat</u> | <u>5</u>  | points |
| 2] _____             | _____     | points |
| 3] _____             | _____     | points |
| 4] _____             | _____     | points |
|                      | <u>20</u> |        |



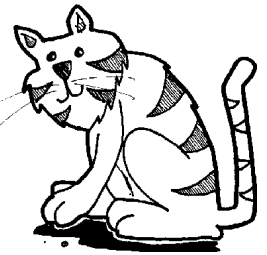
## Birds

- |                     |           |        |
|---------------------|-----------|--------|
| 1] <u>Colourful</u> | _____     | points |
| 2] _____            | _____     | points |
| 3] _____            | _____     | points |
| 4] _____            | _____     | points |
|                     | <u>20</u> |        |



## Cats

- |                            |           |        |
|----------------------------|-----------|--------|
| 1] <u>Longest whiskers</u> | <u>5</u>  | points |
| 2] _____                   | _____     | points |
| 3] _____                   | _____     | points |
| 4] _____                   | _____     | points |
|                            | <u>20</u> |        |



Choose another pet (horse, guinea pig, fish)

- |          |       |        |
|----------|-------|--------|
| 1] _____ | _____ | points |
| 2] _____ | _____ | points |
| 3] _____ | _____ | points |
| 4] _____ | _____ | points |



Related Outcome: Students will select scoring criteria that can be used to compare contestants in a pet show contest.  
Subject Areas: Maths – Number; English – Writing; Science – Life and Living.

# Who Was There?

Name: \_\_\_\_\_

These pets were at the Pet Show:

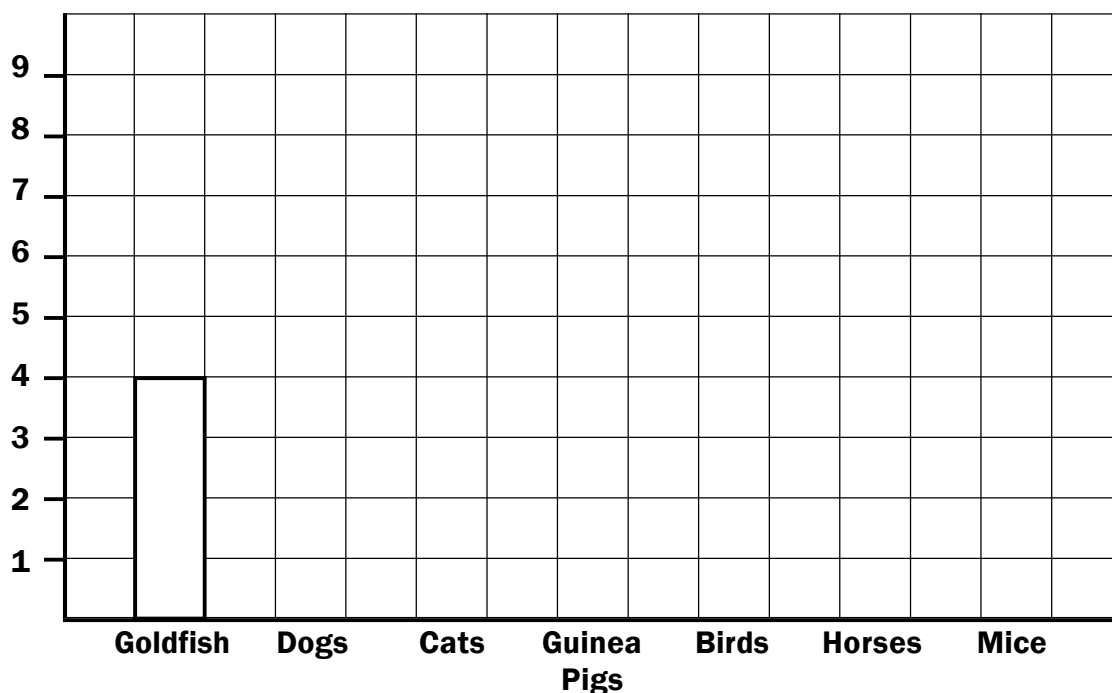
Goldfish	★ ★ ★ ★
Dogs	★ ★ ★ ★ ★ ★ ★ ★
Cats	★ ★ ★ ★ ★ ★
Guinea Pigs	★ ★
Birds	★ ★ ★ ★ ★
Horses	★ ★
Mice	★



What would this pet show look like? Count up all the animals and draw a picture with **ALL** of the animals on a large sheet of paper.



Use this information to finish the graph. Complete the questions below.



- Most of the pets at this show were \_\_\_\_\_
- There was only one \_\_\_\_\_
- There were the same number of \_\_\_\_\_  
and \_\_\_\_\_

Use this tally box to work out pets belonging to people in your class. Draw a graph on the back of this page.

Dogs	Cats	Fish	Birds			



Related Outcome: Students will use tallied information to create graphs depicting numbers of pets.  
Subject Areas: Maths – Chance and Data.

# Bags of Fun

Name: \_\_\_\_\_

/// Have you ever got a show bag before? Your pet might like one too! Make up a show bag for a pet — think about things that the pet might like and draw them inside the bag!

Tasty treats

Toys

Things to keep it looking good

Things to look after its health



Related Outcome: Students will design a show bag for their pet based on items that the pet might like or need.  
Subject Areas: Science – Life and Living, Natural and Processed Materials.

# Lost and Found

Name: \_\_\_\_\_

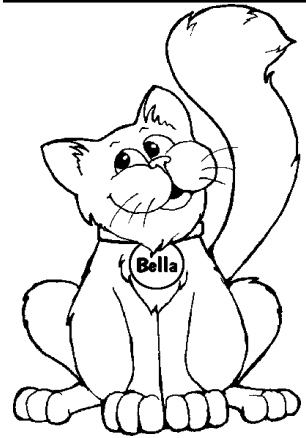
Oh No! Look who was left behind at the Pet Show.



Design a FOUND poster to help Bella find her owner.

Tick the boxes to make sure you include:

- ☐ Where she was found
- ☐ When she was found
- ☐ What her name tag says
- ☐ What she looks like
- ☐ Who the owner should contact to get her back



Write three places you would put this poster:

1

\_\_\_\_\_

2

\_\_\_\_\_

3

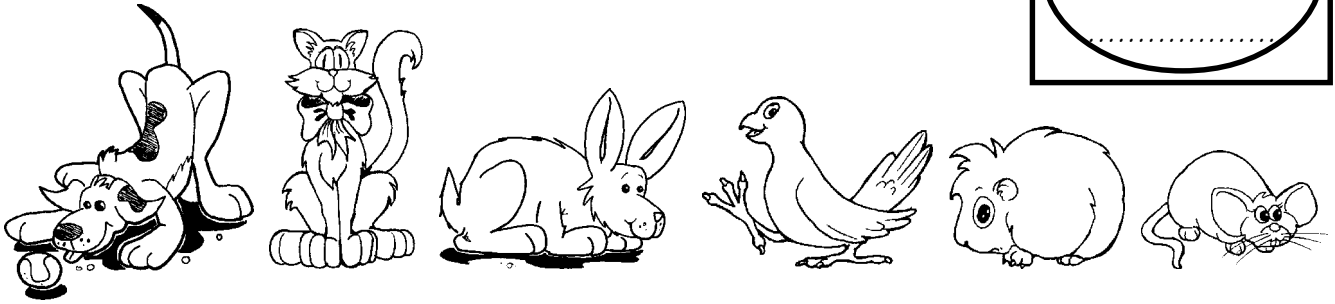
\_\_\_\_\_



Related Outcome: Students will include appropriate information on a "Lost" poster for a pet.  
Subject Areas: English – Viewing, Writing.

# And the Winner is...

Name: \_\_\_\_\_

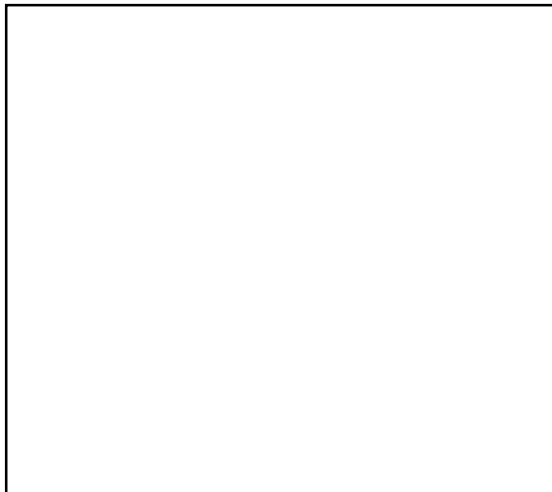


**///** Look at the picture and decide who you think won first prize at the Pet Show.

**///** Write a newspaper story about the winner. Continue on the back of the page if you need more room.

## THE LOCAL NEWS

**Make a headline for your story here.**



**Draw a "photo" of the winner and their proud owner.**

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Related Outcome: Students will include appropriate information into a specific text (newspaper article).  
Subject Areas: English – Viewing, Writing.

# Make-A-Puzzle

Name: \_\_\_\_\_

These pets were at the Pet Show. Can you find their names in the word puzzle?

**Goldfish**

**Horse**

**Mouse**

**Tortoise**

**Cat**

**Guinea Pig**



G	A	G	O	C	A	T	B
U	O	P	J	N	T	O	M
I	C	L	O	U	Y	R	F
N	R	D	D	E	Z	T	F
E	H	V	A	F	D	O	H
A	K	L	B	E	I	I	K
P	Q	W	M	O	U	S	E
I	S	X	C	G	L	E	H
G	H	O	R	S	E	M	N

Make up your own word sleuth using these pet words:

**Budgie**

**Kitten**

**Puppy**

**Dog**

**Frog**

**Rat**

Try your puzzle out on a friend.






Related Outcome: Students will use a given format to design their own word sleuth about pets.  
Subject Areas: English – Writing.

# A Peculiar Pet

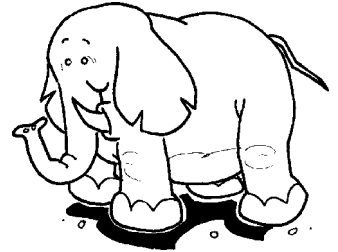
Name: \_\_\_\_\_

Imagine that you could have any animal that you wanted for a pet. How about a lion, an elephant or a kangaroo?



Do some research in books or on the Internet to find out about this animal.

A good website is **www.enchantedlearning.com**  
Animal Printouts (ask your teacher for help).



- Now write about your special pet.

Type of animal: \_\_\_\_\_ Pet name: \_\_\_\_\_

Eats: \_\_\_\_\_

Sleeps: \_\_\_\_\_

Things it likes to do: \_\_\_\_\_

It is afraid of: \_\_\_\_\_

What country does it come from? \_\_\_\_\_

Write down some special things that you need to do to keep your animal  
happy: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Draw your new pet in a special home in your back yard:



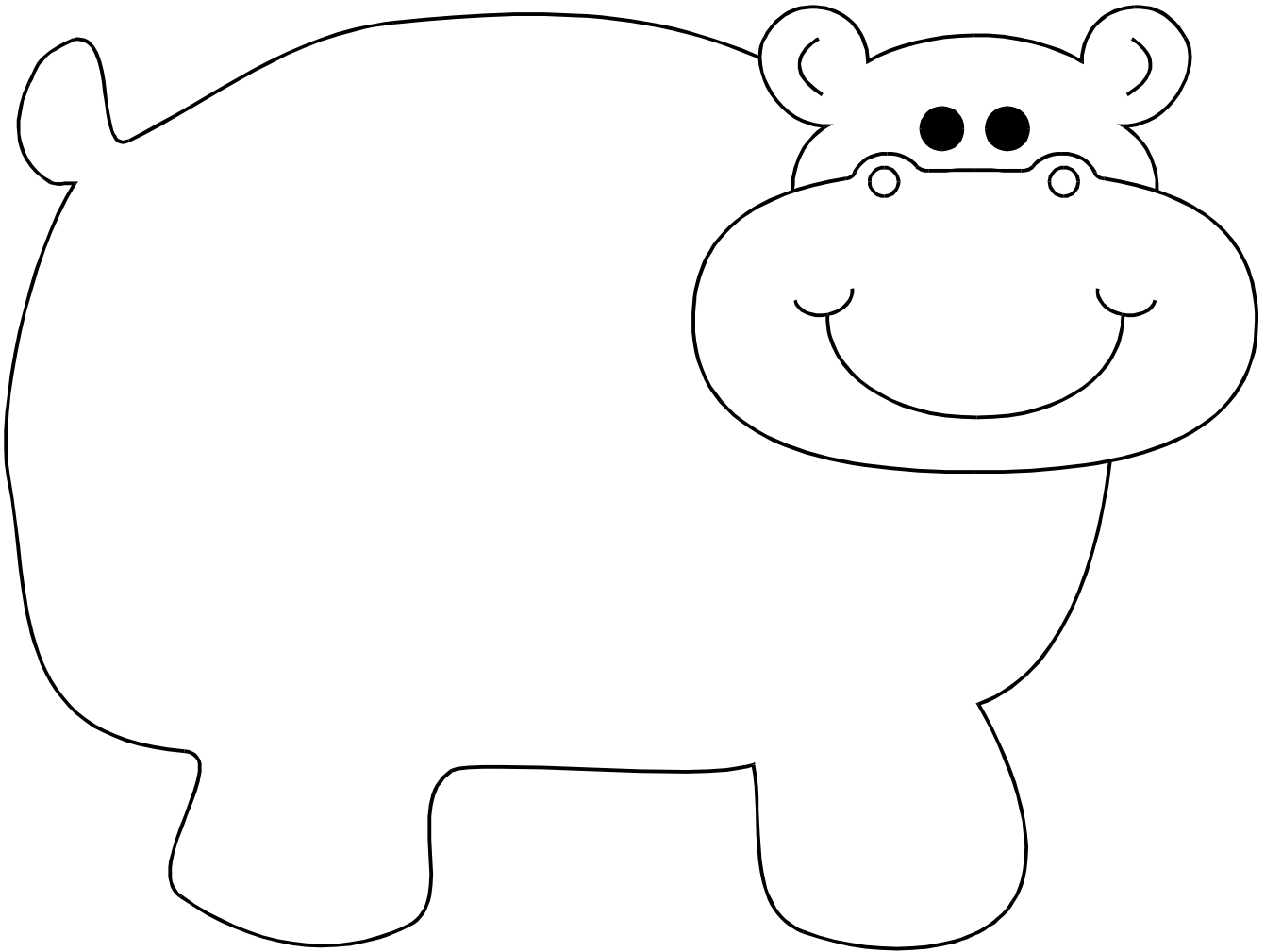
Related Outcome: Students will research and summarise information about an animal that would make an unusual pet.  
Subject Areas: English – Reading; Science – Life and Living.

# Hungry Hippo

Name: \_\_\_\_\_

Harry the hippo has a strange diet — he likes to eat words! See how many words you can make from the letters in the word

**HIPPOPOTAMUS** — and fill Harry's tummy!



Make up a story called “Ten things a pet hippo should **never** do”.

Think of ten funny things that a pet hippo should not do, like try to squeeze through a doggie-door!

Make your ideas into a book, with a hilarious picture for each line.

<p>A pet hippo should <b>NEVER</b> sleep on your bed!</p>	
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Related Outcome: Students will use one word to make several smaller words. Students will use imaginative and humorous ideas in a story. Subject Areas: English – Reading, Writing.

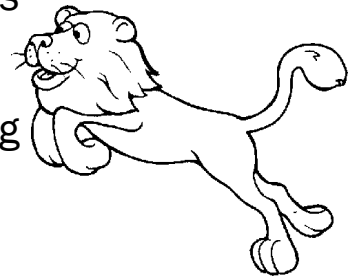
# Totally Tongue Tied

Name: \_\_\_\_\_

How many times can you say these tongue twisters fast?

“Harold the hippo, who hopped heavily and hit his head, had a headache.”

“Lucy the lion liked leaping large lakes and landing on lilies.”



Make up your own tongue twisters for these pets:

**Claws the cat** \_\_\_\_\_

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**Digger the dog** \_\_\_\_\_

---

---

**Gilbert the goldfish** \_\_\_\_\_

---

---

**Think of another pet for one more:**

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- Choose your favourite tongue twister and cut out a piece of paper in the shape of the pet. Write your tongue twister in fancy writing and decorate the page.



Related Outcome: Students will experiment with language to create some animal tongue-twisters.  
Subject Areas: English – Writing.

**Name:**

**Name:**

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.



**Related Outcome:** Students will use a brief outline of ideas to write a fictional text.  
**Subject Areas:** English – Writing.

# All Cleaned Up

Name: \_\_\_\_\_



Do you know what a procedure is? Write a procedure, with pictures, for ...

**“How to wash a dog” or “How to clean a fish aquarium”**

What you need:

---

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---

---

---

Draw the things you need:

What to do:

- ① 

---

---
- ② 

---

---
- ③ 

---

---
- ④ 

---

---
- ⑤ 

---

---

- Draw pictures of the most important parts.



Related Outcome: Students will use their own knowledge to create a procedural text (given some guidelines) on caring for a pet.  
Subject Areas: English – Writing; Science – Life and Living.

# What's for Dinner?

Name: \_\_\_\_\_

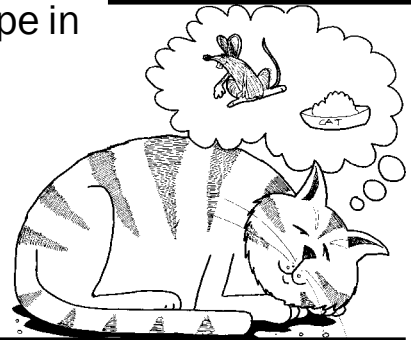
Have you ever wondered if pets like the food that they are given?



Make a tasty treat for your pet by writing a recipe in the spaces below.

First, write the ingredients by making a list of:

- Things that your pet loves; AND
- Things that are healthy for your pet.



_____	_____
_____	_____
_____	_____
_____	_____

Now, write down the steps you take to mix and cook the food:

_____
_____
_____
_____
_____
_____
_____
_____

Finally, think of a name for your delicious recipe: \_\_\_\_\_



Related Outcome: Students will write a procedural text using their knowledge of appropriate food to give to their pet.  
Subject Areas: English – Writing; Science – Life and Living.

# Rich and Famous?

Name: \_\_\_\_\_

Your neighbour finds out about your great new pet food recipe and tells a pet food company.

This could be your chance to strike it rich!



Make a special box or can for your pet food. Draw it in the space below.



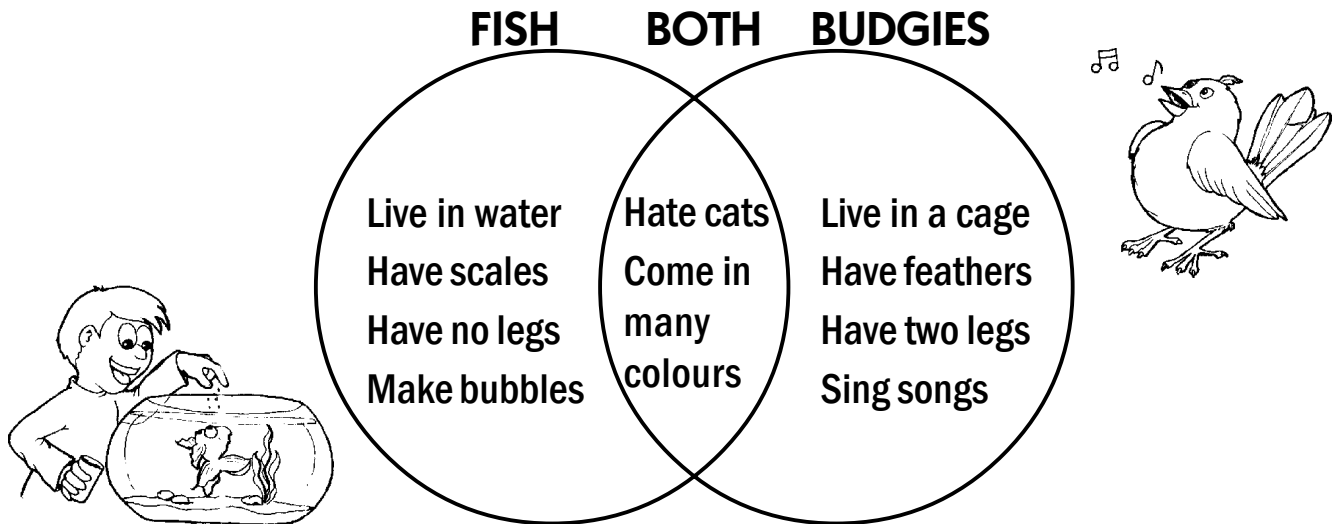
Related Outcome: Students will combine information and design to create an appealing package for pet food.  
Subject Areas: English – Viewing; Technology – Information.

# Raining Cats and Dogs

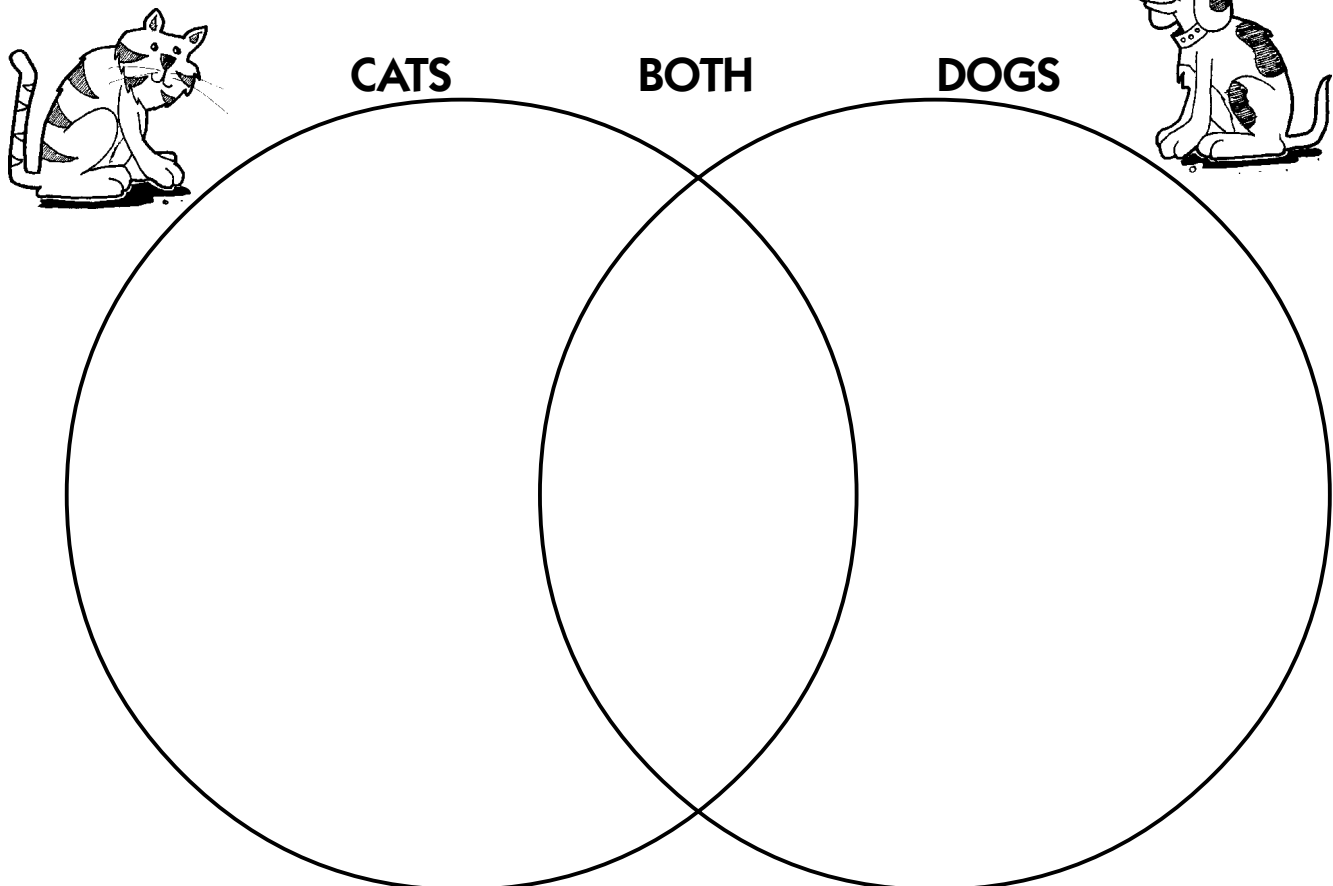
Name: \_\_\_\_\_

Many people own cats and dogs. Some people even have both! Fill in this special “Venn Diagram” to show the things that are different and things that are the same.

Here is an example with budgies and fish.



**Now you try:** Think about the features that cats and dogs have, where they live, what they eat, etc.



Related Outcome: Students will identify similarities and differences between cats and dogs and record these ideas in a Venn Diagram.  
Subject Areas: Science – Life and Living; Maths – Chance and Data.

# Next-Door Noise

**Name:**

Your neighbour has a lovely dog — who is **very** noisy. It barks all day and night, and you decide to write your neighbour a friendly note that gives him some ideas on how to stop the dog from barking.

Write four ideas in the space below for stopping a dog barking:

1

2

3

4

Now write your ideas into a nice, helpful note:



# A Healthy Hound

Name: \_\_\_\_\_



People do lots of things to help their dog stay healthy and happy. For each sentence below, write a **reason**.

1] You should feed your dog and give it fresh water so it can \_\_\_\_\_

\_\_\_\_\_

2] You should take your dog for lots of walks so \_\_\_\_\_

\_\_\_\_\_

3] You should give your dog worm tablets so it \_\_\_\_\_

\_\_\_\_\_

4] You should train your dog to listen to you because \_\_\_\_\_

\_\_\_\_\_

5] Your dog should wear a collar with a tag on it so \_\_\_\_\_

\_\_\_\_\_

6] You should give your dog lots of love because \_\_\_\_\_

\_\_\_\_\_



Now make these instructions into a book by writing one sentence with a picture on each page.



Related Outcome: Students will give reasons for guidelines on how to look after a dog.  
Subject Areas: Science – Life and Living.

# Clever Kitty

Name: \_\_\_\_\_

A lady living in your street has taught her cat to perform an amazing trick.

**///** What would you like this trick to be? Use your imagination!

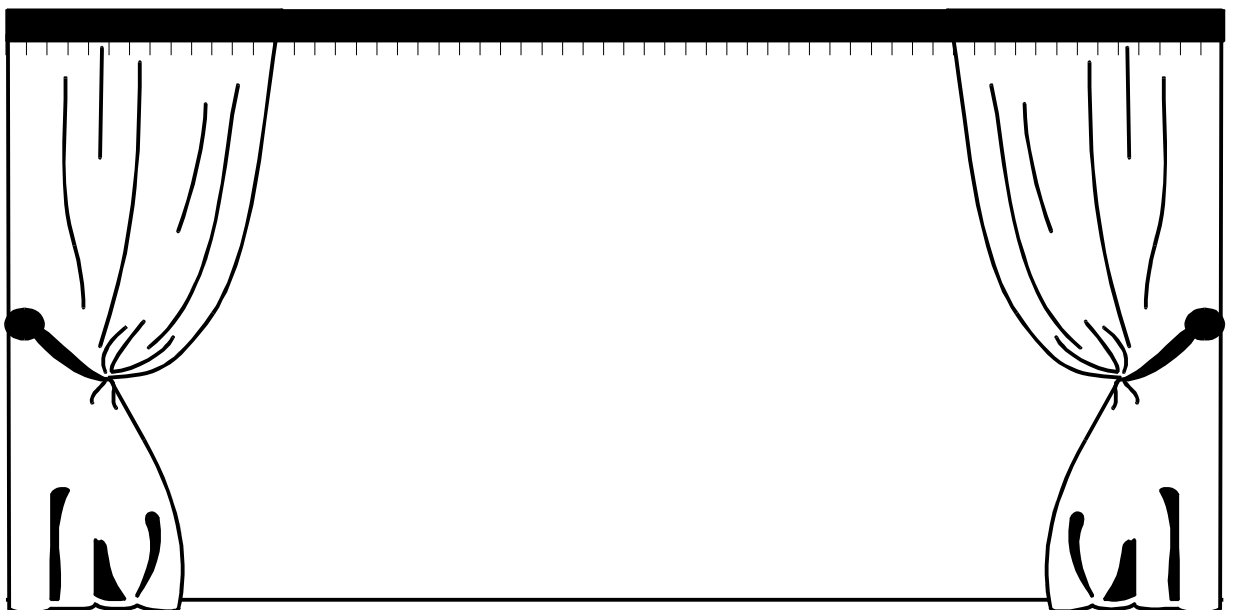
This amazing cat can \_\_\_\_\_

Pretend that you are interviewing the lady so you can tell your class all about the cat. Write down six questions that you want to ask her.

Use WHO, WHAT, WHERE, WHEN, WHY and HOW questions.

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_
- ④ \_\_\_\_\_
- ⑤ \_\_\_\_\_
- ⑥ \_\_\_\_\_

- Draw the cat doing its amazing trick.



Related Outcome: Students will develop appropriate questions to ask in an interview for a specific story.  
Subject Areas: English – Speaking and Listening.

# A Pouchful of Activities 1

Got some spare time? Try some of these!

## FINDING OUT

- Find out the names of all the pets belonging to your classmates. Make a list in alphabetical order. What is the most common letter that pets' names start with?
- Write down the funniest thing that your pet has ever done. Ask some of your classmates and make up a book about "Silly Things That Our Pets Do".
- Do some reading on your favourite pet. Write down ten facts - try to find out things that are really interesting. Make a facts chart on the pet.
- Find out what special things people need to do to keep unusual pets, such as snakes. Write a letter to Santa telling him why you think you could look after this strange pet if you got it for Christmas.
- Make a "True or False" quiz about dogs. Give it to a friend to see how many they get right.
- Find out what a flea looks like and draw what one would look like under a microscope. Underneath write some pointers on how you can keep your pet safe from fleas.

## USING

- Write down ten reasons why "It's good to have a pet". Make it into a poster.
- Make a collage on pet care using pictures from magazines.
- Find some people that are afraid of dogs and ask them why. Use this information to come up with some solutions to the problem.
- Make up a play about a pet rabbit that escapes in the school. Perform it for your class.
- Ask a friend to describe their pet (one that you have never seen). Try to draw the pet from their description. How close did you get?
- Draw pictures of pet parts (like a cat's tail or a hermit crab's shell). See if your partner can finish the pictures off.

## A Pouchful of Activities 2

## CREATING AND EVALUATING

- Invent an automatic dog washing machine. Draw and label your invention in action.
- Design a new toy for a pet mouse. How will the mouse use it? Write a funny story about this happening.
- Imagine that you were stranded on an island and you had six animals to help you survive. Which ones would you choose and why? Draw a cartoon of how these animals help you.
- Think of a local park that you know. Write down five improvements that you would make to it so that it is safe and fun to take dogs for a walk there.
- Imagine that pet owners had to pass a test that showed how good they were at looking after their pet. Write a speech telling how good you are at looking after your pet.
- Write a letter to the local pound giving your ideas on how to improve the problem of stray cats and dogs.
- Write a conversation between two dogs that live next door to each other. This can be done in cartoon form with speech bubbles or it could be presented like a script.
- Make up a song about your pet to the tune of a song that you know well.
- Find a picture of a pet in a magazine. Use the picture as the start of a story that tells “what happens next ...”.
- Imagine that you are the owner of a pet store. Draw the inside of your shop, showing what you would sell.
- Make up some pet movements that can be used as a Physical Education warm up.

# Answers

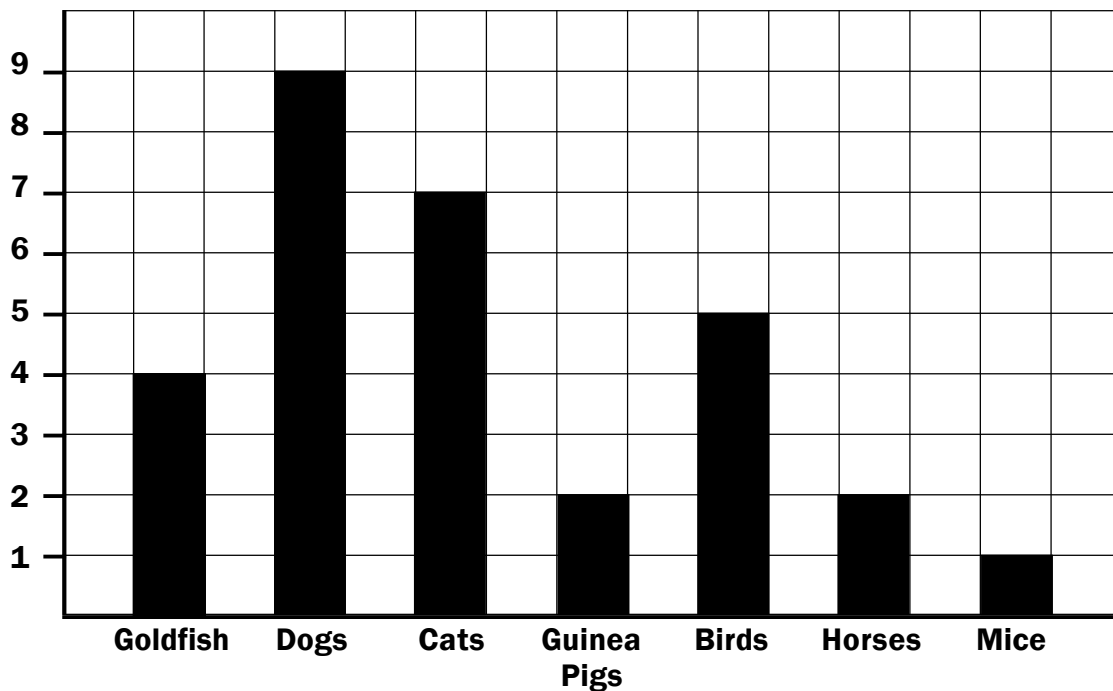
## Page 14 - SECRET CODE

My dog loves to run in the park.

## Page 15 - WHAT AM I?

Kitten. Mouse.

## Page 20 - WHO WAS THERE?



1. Most of the pets at this pet show were dogs.
2. There was only one mouse.
3. There were the same number of guinea pigs and horses.

## Page 26 - HUNGRY HIPPO

Words found in "hippopotamus":

aim, aims, am, amp, amps, apt, as, ash, asp, at, atom, atoms, atop, auto, autos, ham, hams, has, hat, hats, hi, him, hip, hippo, hippos, hips, his, hit, hits, hoist, hoop, hoops, hoot, hoots, hop, hops, host, hot, hots, hum, hump, humps, hums, hut, huts, imp,imps, is, it, its, map, maps, mash, mast, mat, math, maths, mats, mishap, mist, moat, moats, moist, moo, moos, moot, moots, mop, mops, most, moth, moths, mouth, mouths, mush, must, oat, oath, oaths, oats, oh, omit, omits, oomph, opt, optima, opts, out, outs, paps, past, pat, path, paths, patio,

Answers

**Page 26 - HUNGRY HIPPO (cont.)**

patios, pats, photo, photos, pip, pit, pita, pitas, pith, piths, pits, pomp,  
pompous, pomps, poop, poops, pop, pops, posh, post, pot, pots, pout,  
pouts, pump, pumps, pup, pups, pus, push, put, puts, sap, sat, sham,  
shampoo, ship, shoot, shop, shot, shout, shut, sip, sit, smooth, so,  
soap, soot, sooth, soup, south, spa, spat, spit, spot, spout, stamp,  
stomp, stoop, stop, stump, suit, sum, sumo, sump, tap, taps, this,  
thump, thumps, tip, tips, to, too, top, tops, up, ups, us

## Page 32 - RAINING CATS AND DOGS

Cats	Climb trees, chase mice, use litter box, like being alone, are night animals, meow
------	--

Both Four legs, fur, tail, wear collar, eat meat and biscuits, like being patted

Dogs Do tricks, like walks, like to swim, wag tails, like other dogs, are day animals, bark

